

History 300

Bodies Personal and Public: Health, Freedom, and the Common Good

History 300-Section 4
Spring Semester 2007
Tuesday/Thursday, 12:35-1:50 p.m.
Schroeder Hall 107

Office Hours: Tues./Thurs., 2:30-3:30; Wednesday, 2:00-3:00 p.m.

Lucinda McCray Beier
Schroeder Hall 328
Telephone: 438-8592
E-mail: lmbeier@ilstu.edu

PREREQUISITE: HISTORY 200

The Course:

History 300 is a seminar for History majors that offers students an opportunity to explore a major historical theme through readings, class discussion, and preparation of a research paper based on primary and secondary sources. A final copy of the paper will be submitted to the History Department on a floppy or compact disk, together with a self-evaluation of participation in the History major at Illinois State University.

The Theme:

Bodies Personal and Public: Health, Freedom, and the Common Good

There is nothing more personal than an individual human body. Yet, throughout history societies, governments, and other powerful entities have controlled what individuals can and cannot do with their bodies in the name of public welfare or virtue. Examples of public control over bodies include attempts to limit the spread of contagious diseases through compulsory quarantine or immunization; laws regarding birth control, abortion, prostitution, and homosexuality; and the use of human subjects in scientific experiments. Through assigned readings and discussion focusing on selected aspects of this theme, students will explore issues of power, ethics, culture, gender, race, and (inevitably) differing perspectives on the “truth”. Students will write major research papers on topics to be negotiated with the professor that are related to the general theme.

Course Reading

David Arnold, Colonizing the Body: State Medicine and Epidemic Disease in 19th-Century India, University of California Press (1993)

Leslie Reagan, When Abortion Was a Crime: Women, Medicine, and the Law in the United States, 1867-1973, University of California Press (1997)

PIP Packet including:

Roy Porter, The Greatest Benefit to Mankind: A Medical History of Humanity, NY and London: W.W. Norton (1997), Chapter 13, “Public Medicine”, pp. 397-427

Anthony S. Wohl, Endangered Lives: Public Health in Victorian Britain, London: J.M. Dent & Sons (1983), Chapter 4, pp. 80-116

Simon Szreter, “The Importance of Social Intervention in Britain’s Mortality Decline c. 1850-1914: a Re-interpretation of the Role of Public Health,” Social History of Medicine, 1:1 (1988) 1-37

Nadja Durbach, “‘They Might As Well Brand Us’: Working-Class Resistance to Compulsory Vaccination in Victorian England,” Social History of Medicine, 13:1 (2000), pp. 45-62

Harriet A. Washington, “‘A Notoriously Syphilis-Soaked Race’: What Really Happened at Tuskegee?” in Medical Apartheid: The Dark History of Medical Experimentation o Black Americans from Colonial Times to the Present, New York: Doubleday (2006), 157-85

Susan M. Reverby, "Rethinking the Tuskegee Syphilis Study: Nurse Rivers, Silence, and the Meaning of Treatment," in Susan M. Reverby, ed., Tuskegee's Truths: Rethinking the Tuskegee Syphilis Study, Chapel Hill and London: University of North Carolina Press (2000), 365-385

Amy L. Fairchild and Ronal Bayer, "The Uses and Abuses of Tuskegee," in Susan M. Reverby, ed., Tuskegee's Truths: Rethinking the Tuskegee Syphilis Study, Chapel Hill and London: University of North Carolina Press (2000), 589-603

Policies

- Please inform the professor ahead of time if you must be late to class or leave class early.
- To be excused, reasons for absence from class must be documented (e.g., illness, court appearances, bereavement, etc.). Points will be deducted for unexcused absences.
- Cell phones must be turned off during class.
- Students must come prepared for discussion and bring copies of assigned readings to class.
- Written assignments must be submitted by due dates, or points will be deducted.
- All citations must follow the *Chicago Manual of Style* guidelines briefly outlined in Mary Lynn Rampolla, A Pocket Guide to Writing in History 4th edn. (Boston and New York: Bedford/St. Martin's, 2004).
- Final projects must be turned in by the last day of class (5/3/07), or a grade of Incomplete will be submitted.

Course Requirements and Evaluation

Students are expected to read and be prepared to discuss the readings assigned for the course according to the schedule below. Additional assignments include:

- Four review essays on assigned readings (1,300 words, not including footnotes or endnotes)
- Leading class discussion of one chapter or section of each assigned book plus one selection from the PIP Packet
- Project proposal and bibliography
- Bibliographical essay
- Essay on primary sources
- Research paper (6,000 words, not including footnotes or endnotes and bibliography)
- 20-minute presentation of research paper findings
- Self-evaluation paper (400 - 1,000 words)

Evaluation

Review essays (@ 50 points apiece)	200
Leading discussion (@25 points apiece)	100
Project proposal and bibliography	50
Bibliographical essay	100
Essay on primary sources	100
Research paper	350
Paper presentation	50
Class participation	<u>50</u>
Total points	1,000

Please note

- The final draft of the research paper (on floppy disk) must be turned in to the professor or the History Department office by December 6, 2004; otherwise a grade of **Incomplete** will be entered.
- The self-evaluation paper will not be graded; however, it is required, and may be included on the same floppy disk as the research paper.

Class Schedule

August 21	Introduction to class
August 23	<i>19th-Century Public Health</i>

Discuss: Roy Porter, The Greatest Benefit to Mankind: A Medical History of Humanity, NY and London: W.W. Norton (1997), Chapter 13, "Public Medicine", pp. 397-427

August 28

Filth, waste disposal, and sanitation in 19th-century Britain

Discuss Anthony S. Wohl, Endangered Lives: Public Health in Victorian Britain, London: J.M. Dent & Sons (1983), Chapter 4, pp. 80-116

August 30

Resistance to public health regulation: The anti-vaccination movement

Discuss Nadja Durbach, "'They Might As Well Brand Us': Working-Class Resistance to Compulsory Vaccination in Victorian England," Social History of Medicine, 13:1 (2000), pp. 45-62

September 4

Effectiveness of public health regulation

Simon Szreter, "The Importance of Social Intervention in Britain's Mortality Decline c. 1850-1914: a Re-interpretation of the Role of Public Health," Social History of Medicine, 1:1 (1988) 1-37

REVIEW ESSAY 1 DUE

September 6

Colonial power, illness, and medicine in 19th-century India

Discuss Arnold, 1-115

September 11

Smallpox and cholera in colonial India

Discuss Arnold, 116-199

September 13

Plague in colonial India

Discuss Arnold, 200-239

September 18

Health and hegemony in colonial India

Discuss Arnold, 240-294

September 20

Discuss the research paper assignment

REVIEW ESSAY 2 DUE

September 25

Abortion in the United States

Discuss Reagan, 1-79

September 27

Opposing and investigating abortion

Discuss Reagan, 80-159

October 2

A growing challenge: changing the law

Discuss Reagan, 160-254

October 4

Roundtable discussion of project proposal ideas:

REVIEW ESSAY 3 DUE

October 9

Using articles for research projects

Meet in Library

October 11

No class meeting. Work on Project Proposal and Bibliography

October 16

Tuskegee Study

Discuss Harriet A. Washington, "'A Notoriously Syphilis-Soaked Race': What Really Happened at Tuskegee?"

PROJECT PROPOSAL AND BIBLIOGRAPHY DUE

October 18

The Tuskegee Study

Discuss Susan M. Reverby, "Rethinking the Tuskegee Syphilis Study: Nurse Rivers, Silence, and the

Meaning of Treatment,” and Amy L. Fairchild and Ronal Bayer, “The Uses and Abuses of Tuskegee,”

October 23	Begin watching the film, “Miss Evers’ Boys”
October 25	Finish watching and discuss the film, “Miss Evers’ Boys”
October 30	Discuss bibliographical essay assignment REVIEW ESSAY 4 DUE
November 1	No class meeting. Work on bibliographical essays.
November 6	No class meeting. Work on bibliographical essays.
November 8	Discuss primary sources. BIBLIOGRAPHICAL ESSAYS DUE
November 13	No class meeting. Work on essay on primary sources.
November 15	Discuss research paper progress. Graded bibliographical essays returned. ESSAY ON PRIMARY SOURCES DUE
November 20	Thanksgiving break
November 22	Thanksgiving break
November 27	Discuss research paper progress. Graded essay on primary sources returned.
November 29	No class meeting. Work on research papers.
December 1	Paper presentations. 10 a.m., Schroeder Hall
December 4	No class meeting. Work on research papers.
December 6	Last day of class. Debrief. RESEARCH PAPERS AND SELF-EVALUATIONS ON FLOPPY DISKS DUE